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1906-07

CATALOGUE

UNIVERSITY OF ILLINOIS  
14 NOV 1914

State Normal  
School

Springfield, South Dakota

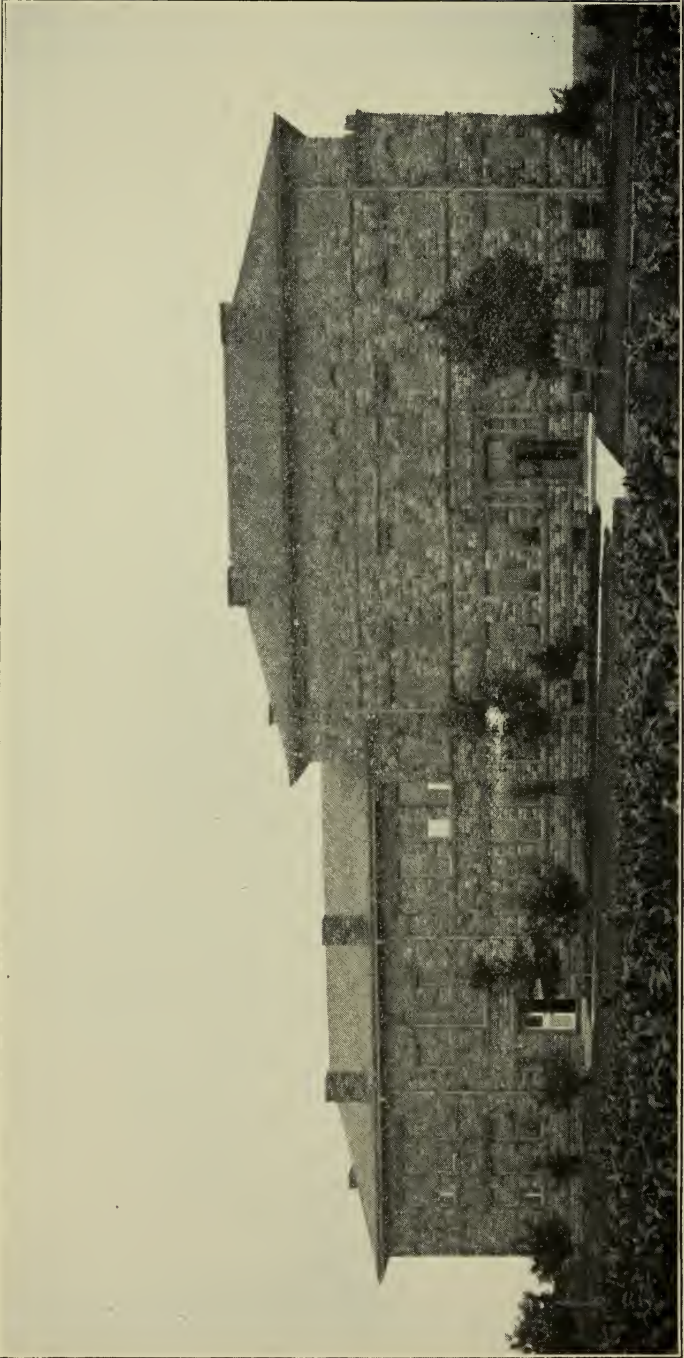
1906-1907





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MAIN BUILDING



TENTH

# ANNUAL CATALOGUE

of the

## STATE NORMAL SCHOOL

at

SPRINGFIELD, SOUTH DAKOTA

for the year

1906-1907



# REGENTS OF EDUCATION

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Name and Postoffice.	Term Expires
F. A. SPAFFORD, Flandreau.....	Jan. 1, 1909
A. W. BURTT, Huron.....	Jan. 1, 1909
S. E. FOREST, Britton.....	Jan. 1, 1911
E. C. ERICSON, Elk Point.....	Jan. 1, 1913
A. J. NORBY, Sisseton.....	Jan. 1, 1913

## OFFICERS

E. C. ERICSON.....	President
I. D. ALDRICH.....	Secretary
C. H. CASSILL.....	State Treasurer, Treasurer Ex-officio
E. C. ERICSON and S. E. FOREST.....	
.....	Committee for Springfield Normal School
CHAS. HILL.....	Secretary Springfield Normal School

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1906-07

## CALENDAR

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### 1907

Fall Term opens—Wednesday, September 11.

Fall Term closes—Wednesday, December 18.

### 1908

Winter Term opens—Thursday, January 2.

First Semester closes—Wednesday, January 29.

Second Semester opens—Thursday, January 30.

Winter Term closes—Wednesday, March 25.

Spring Term opens—Thursday, April 2.

Spring Term closes—Wednesday, June 3.

# FACULTY

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- J. S. FRAZEE, A. M., President.  
Mathematics and Astronomy
- LILLIE S. COOPER, Principal Training Department.  
(Palmyra, Mo., Seminary.)  
Primary Critic.
- CHARLES KERNS BUCKLE, A. M. Ph. D.,  
.Latin and Psychology.
- BESSIE MACLAY JOHNSTON, B. S.,  
Methods and School Management.  
Grammar Critic.
- EDITH IRENE ATKIN, A. B., Preceptress,  
Mathematics.
- IDA MARY HILDRETH,  
(Springfield State Normal School,)  
Intermediate Critic.
- WILBUR ARTHUR HITCHCOCK,  
(Springfield State Normal School.)  
Manual Training and Shorthand.
- OLIVE INEZ ORTON, A B.,  
English and Oratory.
- ADELAIDE B. WILLIAMS,  
(College of Music, State University,)  
Music.
- CLIFFORD B. SALT, A. B.,  
Science and Athletics.
- GERALD E. MULLER,  
(Springfield State Normal School,)  
History, (Fall Term.)
- KATHARINE JEANNE GALLAGHER,  
History, (Winter and Spring Terms.)
- ELIZABETH J. LINDSAY,  
Vocal Music, (Fall Term.)
- ADA AGNES GREENE,  
(Springfield Normal School,)  
Assistant in Model School.
- ALBERTA MONFORE,  
Stenographer.
- MONA BOSSINGHAM,  
Librarian.
- EDWIN BENEDICT,  
Engineer and Janitor.



# COURSES OF STUDY

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The following courses are offered:

1. An English course of five years.
2. A German course of five years.
3. A Latin course of five years.
4. A course for High School graduates.
5. A post graduate course.
6. A business course of three years.
7. A business course of three months.

Those who complete a full course of five years, or the course for High School graduates, are entitled to a state certificate, and graduates who take one year of post graduate work are entitled to a life diploma after forty months of successful experience. The graduate who is thus a candidate for a life diploma receives, upon graduation, a provisional certificate from the State Department authorizing him to teach the length of time necessary to acquire the requisite "forty months of successful experience."

The first four years of any of the five-year courses may, by a proper selection of electives, be made a complete college preparatory course.

In the course for High School graduates the professional work in Methods of Teaching, School Management, Science and History of Education and Practice Teaching is required, in addition to which the student selects from subjects for which he has not received credit in the High School enough to make a full year's work. Psychology is required unless the student has taken it in the High School. The arrangement of this course presupposes thorough preparation in all the common branches and deficiencies must be made up, especially in Arithmetic, Grammar, Spelling and Reading. The electives allowed in this course are Latin, German, Mathematics, Geology, Astronomy, Psychology and Manual Training.

For those who fail to pass the required entrance examination or to produce satisfactory record from other schools, a preparatory course is offered, devoted wholly to work in the common branches. This course is made necessary by the lack of uniformity in the work of the public schools, and by the tendency of individual pupils to pursue favorite branches of study to the neglect of others. The studies taken are Grammar, Composition, Arithmetic, Reading, Geography, Spelling and U. S. History.

# TABULATED COURSES OF STUDY

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## ENGLISH COURSE

### FIRST YEAR—First Semester.

Algebra I.

English I

Ancient History I.

Physiology I or Manual Training I.

### FIRST YEAR—Second Semester.

Algebra II

English II.

Ancient History II.

Physiology II or Manual Training II.

### SECOND YEAR—First Semester.

Plane Geometry I.

English III.

Mediaeval and Modern History I.

Commercial Arithmetic or Physiography I.

### SECOND YEAR—Second Semester.

Plane Geometry II.

English IV.

Mediaeval and Modern History II.

Bookkeeping or Physiography II.

### THIRD YEAR—First Semester.

English V.

English History.

Solid Geometry.

Zoology or Chemistry I.

### THIRD YEAR—Second Semester.

English VI.

Agriculture.

Algebra III.

Botany or Chemistry II.

### FOURTH YEAR—First Semester.

English VII.

Physics I.

U. S. History and Civics I.

Music, Elocution, or Domestic Science.

FOURTH YEAR—Second Semester.

English VIII.

Physics II.

U. S. History and Civics II.

Drawing, Astronomy, or Domestic Science.

FIFTH YEAR—First Semester.

Psychology.

Methods.

Arithmetic, Geography, (reviews.)

Practice Teaching.

FIFTH YEAR—Second Semester.

History of Education.

School management.

Grammar, Physiology, (reviews.)

Practice Teaching.

GERMAN COURSE

FIRST YEAR—First Semester.

Algebra I.

English I.

Ancient History I.

Physiology I or Manual Training I.

FIRST YEAR—Second Semester.

Algebra II.

English II.

Ancient History II.

Physiology II or Manual Training II.

SECOND YEAR—First Semester.

German.

Plane Geometry I.

English III.

Commercial Arithmetic or Physiography I.

SECOND YEAR—Second Semester.

German.

Plane Geometry II.

English IV.

Bookkeeping or Physiography II.

THIRD YEAR—First Semester.

German.

English V.

English History.

Zoology or Chemistry I.

THIRD YEAR—Second Semester.

German.

English VI.

Agriculture.

Botany or Chemistry II.

**FOURTH YEAR—First Semester.**

German.

English VII.

Physics I.

Music, Elocution, or Domestic Science.

**FOURTH YEAR—Second Semester.**

German.

English VIII.

Physics II.

Drawing, Astronomy, or Domestic Science.

**FIFTH YEAR—First Semester.**

Psychology.

Methods.

Arithmetic, Geography, (reviews.)

Practice Teaching.

**FIFTH YEAR—Second Semester.**

History of Education.

School Management.

Grammar, Physiology, (reviews.)

Practice Teaching.

**LATIN COURSE****FIRST YEAR—First Semester.**

Latin.

Algebra I.

English I.

Ancient History I.

**FIRST YEAR—Second Semester.**

Latin.

Algebra II.

English II.

Ancient History II.

**SECOND YEAR—First Semester.**

Latin.

Plane Geometry I.

English III.

Commercial Arithmetic or Physiography I.

**SECOND YEAR—Second Semester.**

Latin.

Plane Geometry II.

English IV.

Bookkeeping or Physiography II.

**THIRD YEAR—First Semester.**

Latin.

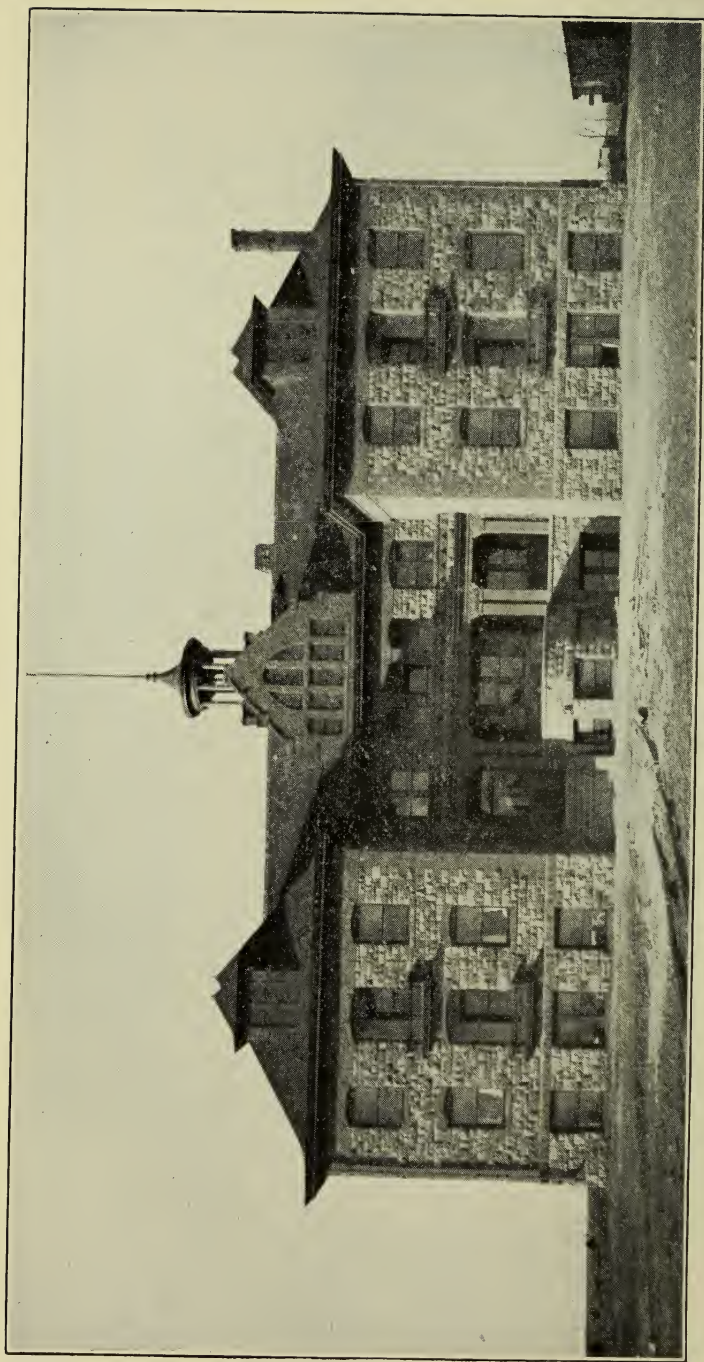
English V.

English History.

Zoology or Chemistry I.







LADIES' DORMITORY

THIRD YEAR—Second Semester.

Latin.  
English VI.  
Agriculture.  
Botany or Chemistry II.

FOURTH YEAR—First Semester.

Latin.  
English VII.  
Physics I.  
Music, Elocution, or Domestic Science.

FOURTH YEAR—Second Semester.

Latin.  
English VIII.  
Physics II.  
Drawing, Astronomy, or Domestic Science.

FIFTH YEAR—First Semester.

Psychology.  
Methods.  
Arithmetic, Geography, (reviews.)  
Practice Teaching.

FIFTH YEAR—Second Semester.

History of Education.  
School Management.  
Grammar, Physiology, (reviews.)  
Practice Teaching.

POST GRADUATE COURSE

FIRST SEMESTER.

English.  
Economics or Sociology.  
Mathematics.  
Chemistry or Biology.

SECOND SEMESTER.

English.  
Economics or Sociology.  
Mathematics.  
Chemistry or Biology.

COURSE FOR HIGH SCHOOL GRADUATES

FIRST SEMESTER.

Psychology.  
Methods of Teaching.  
Reviews.  
Practice Teaching.

SECOND SEMESTER.

History of Education.

School Management.

Reviews.

Practice Teaching.

### **BUSINESS COURSE**

FIRST YEAR—First Semester.

Reading and Spelling.

Arithmetic.

Grammar.

Commercial Geography.

U. S. History.

FIRST YEAR—Second Semester.

Reading and Spelling.

Arithmetic.

Grammar.

Commercial Geography.

U. S. and S. Dak. History.

SECOND YEAR—First Semester.

English.

Physiology.

Ancient History.

Penmanship.

SECOND YEAR—Second Semester.

English.

Bookkeeping.

Ancient History.

Commercial Correspondence.

THIRD YEAR—First Semester.

English.

Shorthand and Typewriting.

Commercial Law.

Penmanship.

Commercial Arithmetic.

THIRD YEAR—Second Semester.

English.

Shorthand and Typewriting.

Civics.

Penmanship.

### **SHORTER BUSINESS COURSE**

Beginning Jan. 2, and extending through the Winter term.

Arithmetic.

Grammar.

Spelling.

Penmanship.

Shorthand.

Typewriting.

Bookkeeping.

# OUTLINES OF SUBJECTS

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## PROFESSIONAL WORK

The work in the Model School is that which distinguishes the Normal School from other institutions of learning. While it is customary to make a distinction between two departments of work, professional and academic, there is no definite line which can be drawn by which the two classes of work can be separated. All the work of a properly conducted Normal School is strictly professional, and as strictly academic. The work which is usually classed as professional is that which belongs immediately to the Model School, including the study of Methods of Teaching, School Management, History of Education, Observation, and the practical work of teaching, in which the student teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

**GENERAL METHOD**—A study of the nature of the child's mind, the nature of the subjects taught, the aim in education and the methods by which it is attained, here receives serious attention. The specific purpose in teaching each of the subjects, the classification of the subject matter and its division into grades corresponding to the mental advancement of the pupil, are freely discussed. Examinations, tests, drills, the assignment of lessons, forms of expression, attitude of teacher before the class, and various other topics receive consideration.

**SPECIAL METHODS**—The aim in all method is to give the student a knowledge of the psychological process involved in the learning of the subject-matter and the manner of developing that process. Method requires three lines of work:

1. A critical examination of the subject-matter.
2. A consideration of the method of presenting the subject-matter.
3. The devices employed in presentation.

Attention is given to the methods employed in teaching Number, Arithmetic, Reading, Nature-Study, Language and Story, Grammar, Spelling, Geography, History, Music, Drawing and Penmanship.

**SCHOOL MANAGEMENT**—The government of a school depends upon the teacher's scholarship, his energy, his will power, and above

all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the state and nation.

**HISTORY OF EDUCATION**—The history of the great educators who have been leaders in the development of the educational systems of the present day is studied, with special reference to the contribution each made to the general advance of education and of civilization. The development of theory and method leading up to the formation of the great national systems receives special attention, and the diversity of the educational ideals in different countries and in different ages is studied for the light it throws upon present conditions, and upon the prospects of future advancement.

**PRACTICE TEACHING**—Seniors devote 40 minutes each day for one year to the practical application of the theory of education in the actual work in the Model School, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before and fits the student at his graduation, to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study and includes weaving, clay modeling, paper-folding and cutting, basketry, brush-work, drawing, music, nature-study and manual training. All of these branches are under the direction of the Critic Teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is given) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

**OBSERVATION IN MODEL SCHOOL**—This line of work occu-



pies twenty minutes a day for one semester. It consists of systematic observation of instruction in Model School and criticism on the same.

**PSYCHOLOGY**—This subject is made the basis of the professional training of the teacher. It occupies one-half year. In the beginning students are taught to understand the nature of psychology and its subject-matter in general, and then they proceed to a more detailed study of mental facts and processes, justifying their inferences and conclusions by their own conscious experiences. Technical difficulties are avoided as far as possible, but certain psychological terms which cannot be dispensed with are introduced and cleared up to the student. Mind in its relation to matter and its superiority over the body in all human activity is emphasized, and, as a means and preparation to their success in life, students are encouraged to do independent thinking. To this end numerous exercises are made to furnish definite material for study and practice, and experiments verify the theory of the texts. Daily citation of mental phenomena and reports of psychological observations are sought. Familiar illustrations are constantly employed and the abstract thus broken up into vital reality. There is frequent mention and discussion of the application of psychological principles to the work of teaching and psychology is shown to be a powerful instrument when in the hands of a skillful teacher. A series of lectures on the psychology of childhood and adolescence is given to acquaint the student-teacher with these characteristic periods and enable her to meet the problems arising therefrom. The study of dynamic psychology, or the science of the mind in action, has a large place. It tells the student the facts and laws which determine what any human being will think and feel and do, how he will learn, why he will misunderstand, when he will be interested, what habits he will form, to what sort of intellect he will attain,—in brief to understand, in a large measure, the mind of the pupil. Thorndike's *Elements of Psychology* is made the principal text. Numerous other works are used as references.

## ENGLISH

The purpose of the work in English is to secure freedom of expression, to secure correctness of expression, to enlarge the vocabulary, to teach the pupil to connect both oral and written expression with thought, and to correlate Literature with technical English as a medium for culture. Each purpose is of the utmost importance.

**ENGLISH I.**—In this course the study of grammar continues throughout the year. There is a careful survey of the principles and inflections adapted to the needs of the class. Consideration is given to capitalization, punctuation, abbreviations, spelling, and

sentence construction. Practice in the ordinary letter forms and in the forms of composition is a feature of the work.

Constructive work in English is required in this course, the especial work for the year being narration and description.

Each pupil is to read ten books selected from an approved list and to give oral or written reports on these books.

A pupil completing this year's work should have a fair degree of proficiency in spelling and English grammar, and the ability to write legibly and to read intelligently. First semester.

English II—I continued. Second semester.

English III.—Prerequisite: Courses I and II. During this year considerable time is devoted to intensive work in grammar, the aim being to secure correct use of language, and to prepare the student to teach it efficiently. There is extensive drill in resolving of sentences into their elements and showing the relation of their elements to each other and to the sentence as a whole; also, a careful discussion of modifiers, complements, phrases, clauses, and connectives. A thorough review of the parts of speech, especially with reference to the proper forms and offices of the noun, pronoun, and verb is given. Considerable attention is devoted to polite correspondence, and to forms for official and other business.

The constructive English work continues with narration and description, and takes up exposition.

The required readings are ten books selected from an approved list.

At the close of this year's work the student should have the ability and inclination to use correct English. First semester.

ENGLISH IV—III continued. Special attention is given to word analysis. Second semester.

ENGLISH V—American Literature. This course gives a survey of American literary history. The required readings include poetry, fiction, and essays. Each pupil is to read and report on ten standard books. Consideration is given on the following topics:

a. Colonial period: Jonathan Edwards as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin a representative American. Literature of the Real as illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the teacher; Whittier, the poet of Anti-Slavery and New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller of the

west; Cabel, Joel Chandler Harris, Ruth McEnery Stuart of the South; Sarah Orne Jewett, Mary Wilkins of New England; Eggleston and Riley of Indiana. First semester.

ENGLISH VI—Rhetoric. In this subject a brief review is made of the parts of grammar most closely related to the larger study of English now undertaken. Especial emphasis is laid upon the study of the structure of the English sentence, figures of speech, style, variety of expression, and the types of English prose and poetry. Some attention is given to the scansion of poetry and verse-writing as a means to the fuller appreciation of this finer form of the language. A great variety of composition work is done throughout the course. The student is taught the value of thought-material and the necessity of having ideas in all his writing. He is made to feel that to write well he must have something to say, and that improvement in expression largely means fuller and clearer thinking.

ENGLISH VII—English Literature. A general view of the development of English literature is given in this course. The rise of literary forms, the periods of literary history, and the various formative influences are traced. It is shown that the life of a people is reflected in its literature, and that literature has a vital relation to life.

Each student reads ten standard books required for college entrance. Special class study is made of Chaucer, Spenser, Milton and others.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. The Midland dialect made the language of England, by Chaucer.

c. History of the drama. Miracle and mystery plays; "Every man" as an example of a Morality play. Shakespeare the leading representative of the Elizabethan drama. The decline of the drama during the Restoration.

d. Eighteenth Century literature. The Classical school represented by Addison, Steele, Swift, Pope and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism. The literature of Melancholy, illustrated by Gray's *Elegy in a Country Church Yard*.

e. The Revolutionary group of Romantic poets; Wordsworth, Byron, Shelly, Keats, and Coleridge.

f. The rise of the novel from the seven volume novels of George Eliot, Thackeray, and Meredith.

g. The Essayists of the Victorian Age; Carlyle, Matthew Arnold, and Macauley.

h. Browning, the master of psychological poetry; the dramatic Monologue.

i. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English Literature. First semester.

ENGLISH VIII—VII continued.

**REQUIRED READINGS**—In connection with the reading classes and the classes in English and American Literature, each student is required to read a certain specific list of books. These books are carefully selected, and classified according to the age and advancement of the student. They include a large number of the masterpieces of literature and standard books, with which all well informed persons are expected to be familiar. The student is required to take an examination, either oral or written, on each book. Students are urged to do a part of their reading at home, during vacations, and report on the books upon their return to school. Non-resident work in this line can be done more successfully than in any other, and persons not members of the school who read and report on any of the required books will receive credit for the work done, to apply on their course of study should they enter the school as students.

### FIRST YEAR

Read one book from each group.

1. Little Men.....Alcott  
    Little Women.....Alcott  
    Spinning Wheel Stories.....Alcott  
    Rose in Bloom.....Alcott  
    An Old Fashioned Girl.....Alcott  
    Eight Cousins.....Alcott
2. Bird's Christmas Carol.....Wiggins  
    Jackanapes . . . . .Ewing
3. Robinson Crusoe.....De Foe
4. Little Lord Fauntleroy.....Burnett  
    The Little Princess.....Burnett  
    Sara Crewe.....Burnett
5. A Dog of Flanders.....Ramme  
    Loveliness . . . . .Phelps
6. Mrs. Wiggs.....Rice  
    Lovey Mary.....Rice  
    Five Little Peppers.....Sidney
7. History of England.....Dickens
8. Witch Winnie in Paris.....Champney  
    The Little Duke.....Yonge
9. Fairy Tales.....Anderson  
    Household Tales.....Grimm







BASKET BALL TEAM

Kate Donnelly  
Ada Billups

Margaret Murphy

Winifred Williams  
Mary Kirk

10. A Child's Garden of Verse.....Field  
Child Verses.....Stevenson

### SECOND YEAR

1. John Halifax, Gentleman.....Mulock  
Treasure Island.....Stevenson  
Tom Brown at Rugby.....Hughes
2. Lives of the Hunted.....Thompson Seton  
Wild Animals I Have Known.....Thompson Seton  
Animal Heroes.....Thompson Seton  
Nights With Uncle Remus.....Joel Chandler Harris  
The World of the Great Forest.....Du Chailler  
The Country of the Dwarfs.....Du Chailler
3. When I was a Boy in China.....Yan Phon Lee  
Arabian Nights (One story).....  
The Great Stone Face.....Hawthorne
4. Elizabeth . . . . .Abbott  
Cleopatra . . . . .Abbott  
Hannibal . . . . .Abbott  
Mary, Queen of Scots.....Abbott  
Nero . . . . .Abbott  
Romulus . . . . .Abbott
5. Boyhood on the Prairies.....Garland  
Up From Slavery.....Booker T. Washington
6. Oliver Twist.....Dickens  
Old Curiosity Shop.....Dickens
7. The Boys' King Arthur.....Lanier  
Boyhood in Norway.....Boyesen  
Robin Hood.....Pyle
8. Reign of Terror.....Henty  
Hans Brinker.....Dodge
9. A Golden Gossip.....Whitney  
Leslie Goldthwaite.....Whitney  
Donald and Dorothy.....Dodge  
The Story of Avis.....Phelps
10. The Adventures of Sherlock Holmes.....Doyle  
Indian Boyhood.....Eastman

### THIRD YEAR

1. Prue and I.....Curtis  
Kentucky Cardinal.....Allen  
Marjorie Daw.....Aldrich  
Short Sixes.....Bunner  
One Summer.....Howard  
That Lass O'Lowries'.....Burnett
2. The Little Minister.....Barrie

- |     |                                  |                 |
|-----|----------------------------------|-----------------|
|     | Caleb West.....                  | Hopkinson Smith |
|     | A New England Nun.....           | Wilkins         |
|     | Jassamy Bride.....               | Moore           |
|     | A Singular Life.....             | Phelps          |
| 3.  | The Call of the Wild.....        | London          |
|     | Audubon . . . . .                | Burroughs       |
|     | The Forest.....                  | White           |
|     | Our Friend the Dog.....          | Masterlinek     |
| 4.  | Views Afoot . . . . .            | Taylor          |
|     | American Indians.....            | Starr           |
|     | Penelope's Progress.....         | Wiggins         |
|     | Japanese Girls and Women.....    | Bacon           |
| 5.  | In His Name.....                 | Hale            |
|     | Prairie Folks.....               | Garland         |
|     | A Man Without a Country.....     | Hale            |
|     | Cranford . . . . .               | Gaskell         |
|     | Country of the Pointed Firs..... | Jewett          |
|     | Pudd'nhead Wilson.....           | Twain           |
| 6.  | Red Rock . . . . .               | Page            |
|     | Seats of the Mighty.....         | Parker          |
|     | Last Days of Pompeii.....        | Bulwer Lytton   |
| 7.  | Tales From Shakespeare.....      | Lamb            |
| 8.  | Uncle Tom's Cabin.....           | Stowe           |
| 9.  | Evangeline . . . . .             | Longfellow      |
|     | Miles Standish . . . . .         | Longfellow      |
|     | Enoch Arden.....                 | Tennyson        |
|     | Lucile . . . . .                 | Meredith        |
| 10. | Marie Antoinette.....            | Mulbach         |
|     | Empress Josephine.....           | Mulbach         |
|     | Queen Hortense.....              | Mulbach         |
|     | Napoleon and Blucher.....        | Mulbach         |

### AMERICAN LITERATURE

- |    |                                    |
|----|------------------------------------|
| 1. | Autobiography of Benjamin Franklin |
| 2. | The Sketch Book                    |
|    | Rip Van Winkle.....                |
|    | Legend of Sleepy Hollow.....       |
| 3. | The Last of the Mohicans.....      |
|    | The Spy.....                       |
|    | The Pilot . . . . .                |
|    | The Deerslayer . . . . .           |
|    | The Pioneer.....                   |
|    | The Pathfinder.....                |
| 4. | Character . . . . .                |
|    | Self Reliance . . . . .            |
|    | Nature . . . . .                   |

5. House of Seven Gables.....Hawthorne  
 The Marble Faun.....Hawthorne  
 Mosses From an Old Manse.....Hawthorne  
 The Scarlet Letter.....Hawthorne  
 Blithedale Romance.....Hawthorne
6. The Purloined Letter.....Poe  
 The Gold Bug.....Poe
7. Memoirs.....U. S. Grant  
 The Autocrat.....Holmes  
 Northward.....Peary
8. Innocents Abroad.....Twain  
 Life on the Mississippi.....Twain  
 Roughing it.....Twain
9. Walden.....Thoreau  
 The Oregon Trail.....Parkman  
 Journals of Lewis and Clark.....
10. Ramona.....Jackson  
 Ben Hur.....Wallace  
 Prince of India.....Wallace

### ENGLISH LITERATURE

1. Martin Chuzzlewit.....Dickens  
 Bleak House.....Dickens  
 David Copperfield.....Dickens  
 Nicholas Nickleby.....Dickens
2. Adam Bede.....Eliot  
 Silas Marner.....Eliot  
 The Mill on the Floss.....Eliot
3. Ivanhoe.....Scott  
 Kenilworth.....Scott  
 Guy Mannering.....Scott  
 Quentine Durward.....Scott
4. Vanity Fair.....Thackeray  
 Henry Esmond.....Thackeray  
 The Newcomes.....Thackeray
5. The Vicar of Wakefield.....Goldsmith
6. Essays on Milton and Addison.....Macauley
7. Conciliation With America.....Burke
8. Julius Caesar.....Shakespeare
9. Sir Roger de Coverly.....Addison
10. Hypathia.....Kingsley  
 Kim.....Kipling  
 Jane Eyre.....Bronte  
 The Egoist.....Meredith  
 Lorna Dorne.....Blackmore



The Cloister and the Heath.....	Reade
Pride and Prejudice . . . . .	Austen
The Return of the Native.....	Hardy

### MATHEMATICS

The following courses are offered:

Algebra I and II.....	1 year
Commercial Arithmetic.....	$\frac{1}{2}$ year
Bookkeeping . . . . .	$\frac{1}{2}$ year
Plane Geometry I and II . . . . .	1 year
Solid Geometry.....	$\frac{1}{2}$ year
Algebra III.....	$\frac{1}{2}$ year
Arithmetic, Teachers' Review.....	$\frac{1}{4}$ year

**ALGEBRA I AND II**—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle, to check all solutions and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receives careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations.

**COMMERCIAL ARITHMETIC**—This course furnishes a complete review of Arithmetic and can be taken only by those who have completed the grammar school work in Arithmetic through the eighth grade. Obsolete subjects are omitted and the pupil is introduced to practical problems taken from the business life of to-day. He is taught how to solve these in the most approved way. Short methods are used wherever practicable. Special attention is given to analysis, and to accuracy in computation.

**BOOKKEEPING**—In this course the student masters thoroughly all the most important business forms, and gets a clear knowledge of the essentials of book-keeping as they are practiced by the best business houses in the country. The student gets the same experience as he would in real business so far as it is possible for this experience to be given within the limits of a school. Neatness, accuracy and good penmanship are insisted upon. This is a very practical course. It is essential to the pupil who aspires to be a book-keeper and is very valuable to the prospective teacher, as it makes him acquainted at first hand with up-to-date methods. Commercial Arithmetic is a prerequisite.

**PLANE GEOMETRY I AND II**—In this course the greatest

value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relations of theorems to each other are emphasized. Inaccurate definitions and redundant statements are not allowed. The student is required to work a large number of original exercises and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Computation problems give a chance for correlating the work with arithmetic and algebra, thus strengthening the students' grasp of the three subjects. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and noting its applications in science and applied mechanics. Algebra I and II are prerequisites.

**SOLID GEOMETRY**—A half year is given on this subject. The same points are emphasized as have been noted under Plane Geometry I and II. Geometry I and II are prerequisites.

**ALGEBRA III**—This is offered in the third year and is a continuation of Algebra I and II. Theory of exponents, radicals, quadratic equations and such higher equations as can be solved by factoring and special devices receive careful attention. Clear concepts of imaginaries and complex quantities are obtained. Systems of equations involving quadratic, linear and higher equations are thoroughly treated. A study of Ratio and Proportion and of the Progressions completes the work.

**ARITHMETIC, TEACHER'S REVIEW**—This course is offered in the Senior year and is both academic and professional. The aim is to secure a comprehensive view of the subject such as the teacher needs.

**Note**—The library contains a number of histories and works on mathematics, and the department has a portfolio of portraits of eminent mathematicians.

## HISTORY

**DEPARTMENT OF HISTORY**—The courses of history are four in number—Ancient History, two semesters; Mediaeval and Modern History, two semesters; English History, one semester; and United States History and Civics, two semesters. One of these subjects, the Ancient History I and II, is required, and the English History strongly recommended in all courses of study. All four are required for the completion of the English course only. The method of study and the scope of the work is considered below.

**ANCIENT HISTORY I AND II**—First and second semesters. This subject is offered in the first year and is required of all students. Its aim is to give a fundamental knowledge of the



old civilizations from the Mycenaean Age to the reestablishment of the Roman Empire under Charlemagne in 800 A. D. Especial attention is given to the world principles exemplified in Ancient History, and which the pupil is taught to recognize as unchanging although working under varying conditions throughout the course of time. During the year following topics are considered with special reference to the laws of cause and effect. The origin and settlement of the Greeks—Their foreign and internal conflicts—The rise and development of their political and educational institutions—The permanent elements of Greek civilization. The Macedonian supremacy. The government of Rome. The strength and trend of Roman genius. The methods of Romanization. The rise of Christianity and the organization of the Christian church. The causes for Rome's decline. The customs and institutions of the early Germans. German migrations and settlements. The rise of the Franks and lastly the revival of the Empire under Charlemagne. The connection of history to other branches of education is brought out and an attempt is made to establish a clear relation between past and present. The course is given not only as an important period of history, but as a back-ground for the classics or any further historical research. Reference work is encouraged and wherever it is possible a study of the original sources is required.

**MEDIAEVAL AND MODERN HISTORY I AND II**—First and second semester. This course is open to all who have completed Ancient History I and II and is offered in the second year. It gives the student a general survey of the history of Western Europe from 800 A. D. to the beginning of the eighteenth century. Especial attention is given to the development and importance of the mediaeval church and its institutions; The formation of European nations; The conflict of Church and State; The Establishment of different forms of government to suit different conditions; The Renaissance and Reformation movements with their characteristic local distinctions; The Reformation in England; The Growth of modern thought and ideals in education, literature and politics; The rise of the commonality; Religious and political wars, and the advance of the various modern states in government literature and education. Particular emphasis is laid upon the principle of institutional evolution from Existent causes, and the student is trained to discriminate in historical evidence. Papers upon special topics are prepared and read by individuals in the class, and debates upon reference subjects are held at intervals throughout the year.

**ENGLISH HISTORY, ONE SEMESTER**—English History is offered in the first semester of the third year. The course is preceded by a brief review of some of the main features of Mediaeval and modern history for the benefit of those who have not pursued that course. This review includes a study of the essential elements of

Roman civilization; The rise and development of the Christian church; The customs and institutions of the early Teutons; The German migrations and settlements. The class then proceeds to the consideration of more distinctly English conditions. The course takes up in detail—The Teutonic settlement of Britain; Anglo-Saxon institutions; The coming of the Danes; The Norman invasion and Norman innovations; Feudal England; The origin of the legal system; The crusades; The English commonality; The Great Charter of Rights; Development of representation; The Hundred Years War; The War of the Roses; The English Reformation; The Elizabethan period in politics and literature; The Long Parliament; The Revolution; The Commonwealth; The Queen Anne Period; The American Revolution. All events occurring upon the continent which bear directly upon English affairs are considered as fully as the brevity of the course permits.

Throughout the year, the original documents of English History (in translation) are analyzed and discussed. This course aims to give the student a knowledge of the origin and development of numerous essential modern institutions, and is a necessary foundation for the fullest understanding of American History, and of conditions continually arising in contemporary affairs.

UNITED STATES HISTORY AND CIVICS I AND II—First and second semesters. The course in United States History is offered in the first semester of the fourth year and is open to all who have completed the work in English History. The subject is divided into three periods, frontier, territorial, and state history; and all three of these periods are applied to both the country as a whole and the individual locality. The origin and evolution of the principles in our national constitution are traced through the events which form our frontier and colonial periods. The American Revolution is considered from the English as well as the American point of view. The later financial and political development of the country is then followed through its "period of statehood," or of national organization. The great crises of the nation are studied in detail, and a broad and thoughtful attitude encouraged toward our national problems of both past and present. The course in United States History is succeeded in the second semester of the same year by a course in Civics, or civil government. In this study the pupil considers society organized, and particularly the principles of organization governing the American people. The Constitution of the United States is studied minutely, and the rights and duties of citizenship impressed upon the student's mind. The course includes the consideration of the machinery of government, both national and local; the principles and development of various political parties; and the discussion of important political issues.

Extensive reference work is required and a systematic interest in the important movements and events of the day.

### SCIENCE

**PHYSICS**—The apparatus for Physics has been selected with special reference to the needs of Normal School students. All the fundamental principles of the science are investigated experimentally, and the class is given frequent practical tests in the solution of problems. The intimate relation of Physics and Mathematics is kept prominent, and the student receives great benefit from constant practice in weighing and measuring, and solving problems based upon the results of the observations. Text: Carhart & Chute.

**CHEMISTRY**—This course is designed for beginners, and serves as a general introduction to chemical methods and operations. It includes a systematic study of the laws of chemical combination, properties, preparation and compounds of the non-metallic elements, followed by a study of the metallic elements. Special attention is paid to chemistry in its application to agriculture, physiology and every day life, and includes laboratory and experimental work and recitations. Text: McPherson & Henderson.

**ZOOLOGY**—Zoology is essentially a laboratory course and while the types of the important groups are studied thoroughly in connection with the text books, more stress is laid upon the work done by the individual student. The life relations of the animals as well as their structures and physiology are studied; and the student's attention is directed to the progressive development of types leading to an understanding of the theories of organic evolution. Guides are furnished for laboratory work and the student is expected to dissect and work out the specimens furnished, thus exercising his own judgment and giving expression to his own opinions in writing up his observations. Lectures upon special groups or types are given throughout the course, which comprises one semester's work. Text: Jordan and Kellogg.

**BOTANY**—This follows Zoology and is one semester's work. It is a general introductory course dealing with morphology, ecology, physiology and general classification of the plant kingdom. The subject of plant relations, the effect of environment and climatic conditions are treated fully. The student is also required to perform experiments along with his class work. It is the purpose of this course to arouse in the student an interest in the beauties of nature and to cultivate his powers of observation. Text: Bergen's Elements of Botany.

**PHYSIOLOGY**—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. Beginning with the cell, the foundation unit, the student is carried through the different







OFFICERS OF Y. W. C. A.

Myrtle  
Young

Christine  
Norbeck

Emma  
Hill

Ida  
Hildreth

Caspara  
Bostad

Hattie  
Pegley

Nina  
Wagner

stages of growth until he is shown how the body is built up and the workings and vital functions of the different systems and organs. The subject of foods is discussed at length and the student is shown the importance of this subject in every day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work.

This covers a full year's work. Text: Overton's 'Applied Physiology.

**PHYSICAL GEOGRAPHY**—This course presupposes a thorough knowledge of elementary geography. The work is planned to give the student an understanding of all the different branches of the subject, and especially those parts that are essential to those who are planning to teach; it includes a consideration of the earth's place in the universe and discussions as to its form, size and motions; the influences of external and internal energy in the great earth processes of the past and present. Climatology is given a prominent place in its bearing upon geographical distribution of plants and animals; while observations of the daily weather bulletins are made and records kept so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock formations of South Dakota and to impress upon his mind the importance of soil making in connection with agriculture. The text book is supplemented by lectures and laboratory work; the course comprising one year's work. Text: Gilbert and Brigham.

**ASTRONOMY**—The text used is Todd's New Astronomy. A careful study of constellations occupies a large part of the time devoted to the subject. An excellent four inch telescope gives opportunity for the study of the planets, double stars, nebulae and sun spots. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

### LATIN

The Latin course includes four years of work and prepares for entrance into college. In the beginning thorough drill in the conjugations and declensions is given along with the study of vocabularies and syntax. Latin prose composition is carried on through the first three years and thus the principles of syntax are firmly fixed in mind. All students beginning a foreign language are encouraged to continue the same subject two or more years rather than take up a new language. The study of the geography of Gaul, the history of Latin literature and Roman life, mythology, and antiquities, is correlated with the reading of Latin authors. The amount



of work done depends upon the strength of the classes, but the following is a general outline of the courses:

I. First year Latin (Gunnison and Harley). Drill on Roman pronunciation, paradigms, and syntax.

II. Four books of Caesar, or their equivalent. Study of idioms; sight reading; prose composition.

III. Selected orations of Cicero, study of syntax continued, prose composition.

IV. Virgil's Aeneid, books I-VI. Mythology and scansion.

### GERMAN

The courses offered in German are designed to prepare students to read German prose. During the first year especial attention is given to the acquisition of the essentials of German grammar as a foundation for an intelligent grasp of what follows. Readiness in translation is sought in the rapid sight reading of easy German. Stories are read and poems memorized. Since the practical value of German in the Normal lies not so much in the ability to speak German as in the ability to read it easily, continued practice in the translation of German into good idiomatic English is the aim. Such reading matter is selected as will give the student an insight into the mythology, legends, history and life of the German people. The amount of work in German, as in Latin, depends upon the ability of the classes. As much of the following courses is completed as their time and strength will permit:

I. German grammar (Collar's First Year German). Stories and easy reading is selected from simpler texts, as Bunte Geschichten, Wenckebach's Gluck Auf, Kleine Geschichten, and Im-mensee.

II Grammar continued. Translation, syntax, and idioms are studied in the following classics: Hoher als die Kirche, Der Zerbrochene Krug, Novelletten Bibliothek, and Jungfrau von Orleans. Prose composition based on texts read is continued throughout the year.

III. The third year includes the more advanced works, such as, Wilhelm Tell, Die Journalisten, Hermann und Dorothea, and Maria Stuart. Prose composition and the writing of German stories and letters.

### ORATORY

The aim is to secure naturalness and sincerity in reading and speaking, to preserve the individuality of the student, to overcome the difficulties in articulation, and to obtain freedom from self-consciousness. The student is asked to analyze and give vocal interpretation of selections from poets, essayists, orators, and dramatists. Systematic training in physical culture and in voice culture is given, thus freeing the channels of expression. Dramatic inter-

pretation has an important place in the work of this department because of its eminent value as a means of personal culture; because it cultivates the imagination which is the source of all art; because it broadens the sympathy which is the inspiration of all true teaching; because it nurtures the sense of appreciation which underlies all development. During the year the different classes of the school give public entertainments and plays. In preparing and presenting these productions, the pupil receives practical stage training. The Normal principle is carried out, and as prospective teachers, the student gets an insight into how to produce plays and other entertainments.

The senior orations and debates are valuable features of the work.

### MUSIC

An elementary course in musical notation, sight reading and class singing is provided for beginners, and a more advanced course for those whose knowledge of music is sufficient to enable them to pursue it with profit.

In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi and Bordogni, supplemented by selections from operas and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of the piano will be necessary as preparation for the work in vocal music.

The course in piano music is as follows:

#### FIRST YEAR.

Koehler First Ins't Book, supplemented by Czerny and Berens Easy Studies. Simple Sonatinas and instructive pieces by good composers.

#### SECOND YEAR.

Burgmueller Etudes. Op. 100.  
 Technical Studies by A. Schmidt. Op. 16.  
 Studies for rhythm and expression, by Schmoll.  
 Gurlitt First Velocity Studies.  
 Biehl. Op. 31.

#### THIRD YEAR.

Heller. Op. 47.  
 Loeschhorn. Op. 66, No. 1.  
 Bertini. Op. 100.  
 Gurlitt Progress.  
 Concone, Etudes Melodique.  
 Lemoine Etudes.  
 Heller. Op. 46.  
 Clementi Sonatas. Op. 36.

## FOURTH YEAR.

Loeschhorn. Op. 66. No. 11.

Burgmueller. Op. 109 and 105.

Bach, Inventions.

Kullaks Octave school.

Heller, Preludes. Op. 81.

Heller. Op. 45.

Biehl. Op. 139.

Jensen studies.

Candidates for graduation in instrumental music must in addition to the studies in the regular course have completed a course of musical theory, including musical history.

A fee of \$5 per term of 20 half-hour lessons is charged for instruction on the piano, or for private vocal or violin lessons, payable in advance.

There is no fee for playing in the orchestra or band, but the members are expected to provide their own instruments.



# GENERAL INFORMATION

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**HISTORY**—The State Normal School at Springfield was established by act of the territorial legislature in the year 1881.

The state legislature in 1895 appropriated for the support and maintenance of the school forty thousand acres of land.

In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the state.

On the 23d day of September, 1897, the Regents of Education adopted a course of study and elected a faculty; the school opened on Monday, October 11, 1897.

In 1901-2 the main part of the building, of which that built in 1896 is the west wing, was erected by the state. The Ladies' dormitory was built during the school year of 1904-5.

**THE BUILDINGS**—The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty rooms which are used as class rooms, offices, laboratory, gymnasium, manual training shop, and an assembly room 45 x60 feet. The dormitory is a beautiful building, finished in elegant style, and completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch.

**THE DORMITORY**—The ladies' dormitory is a thoroughly modern building and complete in all its appointments. It is heated by steam, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate sixty young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their own rooms in order. The rooms are rented to young lady students at from 30 to 60 cents per week, payable in advance.

Front corner rooms, 60 cents.

Rear corner rooms, 50 cents.

South rooms. 50 cents.

East rooms, 40 cents.

North rooms, 30 cents.

West rooms, 40 cents.

Owing to the fact that provisions can be obtained at reduced rates; that the service at the table is co-operative, several students paying in part for their board in this manner; and that it is the purpose of the management to make no profit out of this department above actual expenses, the cost of board is very low. During the past year the average cost of meals has been about 2.50 per week.

**TUITION AND INCIDENTAL FEES**—For tuition and incidental expenses of the school each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. This fee is payable in advance at the beginning of each term.



# LIST OF GRADUATES AND STUDENTS

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## GRADUATES

1899

Josephine M. Bloom.....Chicago, Ill  
Nettie Jane Bridgeman.....Perkins  
Ira Stanton Burnett.....Armour  
Merton D. F. Eastley.....Presho  
Emma Webster Hill.....Springfield  
Howard Joseph Hill.....Monroe, Neb  
Walter Cheney Macy.....Springfield  
Gerald Emile Muller.....Tyndall  
Katherine Julia Muller.....Minneapolis, Minn  
Walter Michael Quinn, M. D.....Zeeland, N. D  
Cora Adelia (Taff) Flood.....Waterbury, Neb  
Cora Blanche (Wood) Allen.....Springfield

1900

Ned Henry Benedict.....Philip  
Max Lee Bridgman.....Springfield  
Mary Helene (Flack) Hill.....Monroe, Neb  
Julia Altha (Marvin) Geeting.....Spencer Iowa  
Bessie Louise Mead.....Seattle, Wash  
Charlotte Jestina (Radway) Smith.....Philip  
Cora Elizabeth Trumbo.....Lyman  
Florence Edna Young.....Yankton  
Bertha Hope Benson.....Philip  
Mabel Jane (Bussey) Barber.....Chicago, Ill  
Charles Monroe Keeling, M. D.....Springfield  
Ella Griffin (McAuley) Stilwill.....Tyndall  
Amaret Aileen Morrison.....Hector, Minn  
Roy George Stevens, M. D.....Heron Lake, Minn  
Marie Alberta (Voy) Hoard.....Alcester

1901

Malissi Allen.....Pierre  
Edna Susan Benedict.....Avon  
Ben Harrison Bridgman.....Top Bar  
Edith Adelia Bridgman.....Perkins  
Anna Margaret Brown.....Chamberlain



Noda Agnes Brown.....Woonsocket  
 Arthur Eastley.....Wetashkiwin, Alberta, Canada  
 Zoa May Flavin . . . . .Kadoka  
 Elizabeth Cumming (Macy) Burnett.....Armour  
 Anna Loretta Martin. . . . .Running Water  
 Maude Ethel (Merchant) Muller.....Tyndall  
 Rosina Edna (McDonald) Plumb.....Grand Junction, Colo  
 Mary Alice Owens.....Yankton  
 Effie Belle (Radway) Bridgman.....Top Bar

## 1902.

Eliza Maud Bussey.....Tyndall  
 Susan May Harrison.....Bon Homme  
 Helena Estella (Jones) Nelson.....Tyndall  
 Grace Luvina (McCollum) Page.....Luther, Iowa  
 Grace Edna Morrison.....Perkins  
 Bessie Amelia (Monfore) Dempster.....Springfield  
 Clara Emeline Searles.....Springfield  
 Anna Henrietta Stephens.....Philip  
 William Arthur Bussey.....Tyndall  
 Erle Francis Craig.....Greenwood  
 Robert Holland Frazee, A. B.....Kadoka  
 Lynden Miller Greene.....Springfield  
 Charles Laurence Hill.....Philip  
 James Burdette Kelsey.....Winipeg, Canada  
 John Francis Quinn.....Omaha, Neb  
 Ralph Van Wood.....Springfield

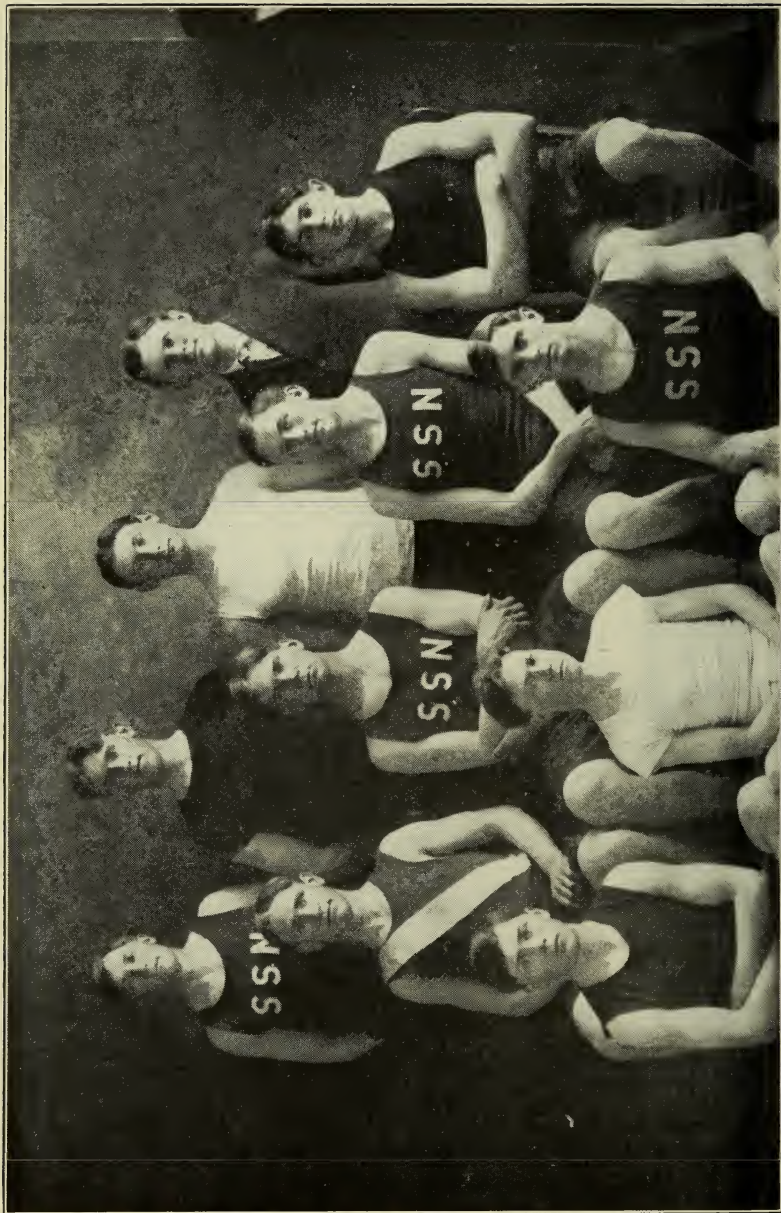
## 1903

Nina Muriel Campbell.....Chamberlain  
 Florence Lorena (Gardner) Jones.....Wessington  
 Jessie Belle Gardner.....Avon  
 Rosa Emma Patten.....Avon  
 Mabel Clare Smith.....Yankton  
 Glen Eugene Sunderlin.....Armour

## 1904

Rachel Viola Abbott.....Mitchell  
 Myrtle Ida (Best) Ray.....Armour  
 Grace Emilie Cannam.....Yankton  
 Jennie Mary (Chatfield) Casson.....Perkins  
 Valucia Violant Curtis.....Neenah, Wis  
 Bessie Pearl (Hain) Cooper.....Bonilla  
 Lavina Jane Hamilton.....Olivet  
 Ida Mary Hildreth.....Springfield  
 James Ignatius Keenan.....O'Neill, Neb  
 Christine Bridget Kelly.....Iona  
 Hannah Theodora Knapp.....Sioux City, Iowa





# TRACK TEAM

UPPER ROW--Edwin Mattson  
 MIDDLE ROW--Harry Benedict  
 LOWER ROW--Richard Thomas

George Boschma      Fred Monfore      Prof. Salt  
 William Holleman      James Kirk      Frank Cooper  
 Frank Snow      Oran House

Cynthia Belle Orr..... Meckling  
 Alberta America Monfore.....Springfield  
 Robert Joseph Quinn..... Midland  
 Susie Edwina Wood.....Springfield

## 1905

John Raymond Babb.....Chicago, Ill  
 Erving Elmer Baldridge..... Northville  
 Emma Benesh..... Tyndall  
 Hawley Franklin Colgrove.....Los Angeles, Cal  
 Ida Melvina Cooper.....Lynch, Neb  
 Fred Eugene Dawes.....Springfield  
 Charlotte Josephine Dempster.....Springfield  
 Francis Joseph Farley.....Davis  
 Fred Ray Hildreth.....Des Moines, Iowa  
 Helen Hunt Hill.....Vermillion  
 Wilbur Arthur Hitchcock.....Enid, Okla  
 Mary Ann Hughes.....Tyndall  
 Era R. Keeling.....De Land, Fla  
 Sadie Helen Lee.....Tyndall  
 Orpha Mildred Pegley.....Springfield  
 Irene Veronica Quinn.....Springfield  
 Berenice Esther (Walker) Woodburn.....Canton  
 Eva Josephine Wilson..... Carrington, N. D

## 1906

Debra Elizabeth (Biggins) Quinn.....Zeeland, N. D  
 Joseph Heinrich Boese.....Freeman  
 Orilla Mae Cannam.....Fairfax  
 Gertrude Cora Colburn.....Oberlin, O  
 Ella Mary Foley.....Geddes  
 Helen Margaret Frazee.....Redfield  
 Ada Agnes Greene.....Springfield  
 Mabel Irene Hildreth.....Springfield  
 Edna Ammala Johnson.....Gayville  
 Lane Esther Joslyn.....Vivian  
 Robert Perry Pegley.....Midland  
 Cora Spurrell.....Springfield  
 Claribel Marie Stanley.....Vivian  
 Mary Edyth Stevens.....Byron, Ill  
 Frank Edmund Tupper.....Running Water  
 Mary Elizabeth Wagner.....Perkins  
 Charlotte Ruth Walker.....Beresford  
 Lorenzo Clisby Wicks.....La Fayette, Ind  
 Margaret Jane Williams.....Springfield  
 Alice Mabel Wood.....Redfield

## GRADUATES IN MUSIC

Anna Henrietta Stephens, '02.  
 Robert Holland Frazee, '02.  
 Alberta America Monfore, '03.  
 Valucia Violant Curtis, '04.  
 Gertrude Colburn, '05.  
 Helen Hunt Hill, '05.  
 Era R. Keeling, '05.  
 Irene Veronica Quinn, '06.

## STUDENTS

## FIFTH YEAR

Bossingham, Mona.....Burke  
 Donnelly, Kate Eulalia . . . . .Running Water  
 Jones, Josephine.....Springfield  
 Melick, Alta Belle.....Springfield  
 Murphy, Margaret Martha.....Tyndall  
 Sletvold, Helga.....Platte  
 Trowbridge, Harold Leroy.....Springfield

## FOURTH YEAR

Boschma, George.....Perkins  
 Bostad, Caspara . . . . .Platte  
 Cannam, Orpha.....Fairfax  
 Hofeldt, John . . . . .Santee, Neb  
 Holleman, Clarence . . . . .Springfield  
 Kirk, James . . . . .Perkins  
 Kirk, Mary . . . . .Perkins  
 Monfore, Fred . . . . .Springfield  
 Monfore, Minnie . . . . .Springfield  
 Norbeck, Christine . . . . .Platte  
 Stephens, Rachel . . . . .Springfield  
 Thomas, Richard . . . . .Perkins  
 Wilson, Lizzie . . . . .Platte

## THIRD YEAR

Cassidy, Bernardine . . . . .Tyndall  
 Chatfield, Anna . . . . .Springfield  
 Jaquays, Esther . . . . .Springfield  
 Jaquays, Margaret . . . . .Springfield  
 Kirk, Hazel . . . . .Springfield  
 Leach, Susan Berniece . . . . .Running Water  
 Mills, Ruby . . . . .Springfield  
 Pierce, Edna . . . . .Springfield  
 Slasor, Eva . . . . .Springfield



Snow, Frank M. . . . .	Springfield
Thomas, Charles . . . . .	Perkins
Tupper, Ray . . . . .	Running Water

## SECOND YEAR

Cooper, Frank C. . . . .	Springfield
Crippen, Florence . . . . .	Springfield
Dawes, Jesse . . . . .	Springfield
Holleman, William . . . . .	Springfield
Hughes, Anna . . . . .	Tyndall
Hughes, Tessie . . . . .	Tyndall
Kelsey, Hattie . . . . .	Springfield
Lair, Roy . . . . .	Springfield
Lawson, Hazel . . . . .	Santee, Neb
Markley, Lovina . . . . .	Springfield
Monfore, Ruth . . . . .	Springfield
Ordway, Grace . . . . .	Tyndall
Shaver, Esther M. . . . .	Springfield
Spurrell, Ida . . . . .	Springfield
Tendolle, John . . . . .	Perkins
Tupper, Bert . . . . .	Running Water
Wagner, Nina . . . . .	Perkins
Williams, Winifred . . . . .	Springfield

## FIRST YEAR

Baker, Clifford . . . . .	Springfield
Benedict, Harry . . . . .	Springfield
Billups, Ada . . . . .	Corsica
Campbell, Linda . . . . .	Springfield
Cannam, Agnes . . . . .	Fairfax
Colburn, Cordelia . . . . .	Springfield
Crouch, Erol . . . . .	St. James, Neb
Dawes, Frank . . . . .	Springfield
Dykstra, Gertrude . . . . .	Perkins
Erdman, Lena . . . . .	Armour
Gretschmann, Anna . . . . .	Springfield
Guptill, Scott . . . . .	Springfield
Haney, Sadie . . . . .	Perkins
Hartman, Maude . . . . .	Perkins
Hitchcock, Ernest . . . . .	Enid, Okla
Hough, Fay . . . . .	Springfield
House, Oran . . . . .	Wheeler
Huesinkveld, Derk . . . . .	Perkins
Jacobs, Roe . . . . .	Greenwood
Jones, Joseph . . . . .	Springfield
Leach, Vera . . . . .	Running Water
Marvin, Maude . . . . .	Perkins



Mattson, Edwin O. . . . .	Perkins
McCarthy, Irene . . . . .	Springfield
McCollum, Melvin . . . . .	Tyndall
McPherson, Harry . . . . .	Springfield
Michel, Minnie . . . . .	Springfield
Morrison, George . . . . .	Perkins
Pegley, Charles . . . . .	Springfield
Pegley, Hattie . . . . .	Springfield
Trowbridge, Floy . . . . .	Springfield
Tupper, Mabel . . . . .	Running Water
VanHaitsma, John . . . . .	Springfield
Webb, Florence . . . . .	Perkins
Young, Myrtle . . . . .	Springfield

## SPECIAL

Campbell, Arthur . . . . .	Springfield
Hovarka, Ambrose . . . . .	Perkins
Jones, John R. . . . .	Springfield
Logterman, John . . . . .	Running Water
Markley, Seth . . . . .	Springfield
Melick, Lisle . . . . .	Springfield
Melick, Loring . . . . .	Springfield
Monfore, Earl . . . . .	Springfield
Novotny, Adolph . . . . .	Tabor
Wagner, Ben . . . . .	Perkins
Williams, William . . . . .	Springfield

## MUSIC STUDENTS

## FOURTH YEAR

Frazee, Helen	Monfore, Alberta
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## THIRD YEAR

Dirks, Mrs. H F.	Monfore, Ruth
Jaquays, Esther	Thomas, Bessie
Kelsey, Hattie	Trowbridge, Floy
Lawson, Hazel	

## SECOND YEAR

Brown, Alma	Morrison, Lella
Colburn, Cordelia	Pegley, Charles
Grinwis, Eva	Pierce, Edna
Hitchcock, W. A.	Slasor, Eva
Leach, Vera	Snow, Elsie
Ludens, Anna	Young, Myrtle
Maarsingh, Winnie	

## FIRST YEAR

Billups, Ada	Magnuson, Geo.
Campbell, Linda	Magnuson, Hilda
Coate, Della	Markley, Seth
Coate Genevieve	Markley, Lovina
Cooper, Wallace	McCarthy, Irene
Crippen, Florence	Michel, Thomas
Dawes, Adelia	Monfore, Millicent
Drha, Annie	Pegley, Hattie
Drha, Josie	Slasor, Clifford
Eichelberger, Mrs. Mary G.	Slasor, Edith
Erdman, Lena	Slasor, Mrs. O. C.
Gilliotte, Leona	Stanley, Myrtle
Gretschmann, Anna	Stevens, Joe
Gretschmann, Ruth	Sweet, Ethel
Haney, Sadie	Tendolle, Cynthia
Hartman, Maude	Thomas, Richard
Hildreth, Mabel	Turner, Lewis
Hitchcock, Edwin	Wagner, Nina
Holleman, Clara	Walpole, Floyd
Hough, Fay	Walpole, Robert
Hunn, J. E.	Warrington, Amy
Jacobs, Roe	Warrington, Anna
Jaquays, Margaret	Wicks, George
Knapp, Bessie	Wilcox, Edna
Ovens, Ethel	

## MODEL SCHOOL

## EIGHTH GRADE

Beman, Rosa	Magnuson, George
Fisher, Lena	Markley, Seth
Homan, Fred	Morrison, Leila
Hovorka, Ambrose	Novotny, Adolph
Jonas Frances	Roulette, Max
Jones, Emily	Schrull, Anna
Kibble, Dorothy	Walpole, Floyd
Landan, Katherine	Wilcox, Edna
Lako, John	Williams, Beth
Maarsingh, Harry	

## SEVENTH GRADE

Babcock, Maurice	Schafer, Agnes
Geeran, May	Slasor, Clifford
Jones, Elmer	Slasor, Edith
McCollum, Amer	Warrington, Anna

## SIXTH GRADE

Benedict, Julia	Landan, Jeanette
Birdsell, William	Magnuson, Cecil
Cooper, Wallace	Melick, Elma
Drha, Josie	Michel, Thomas
Gretschmann, Karl	Schurink, Annie
Gregg, Louis	Stanley, Hazel
Hitchcock, Edwin	Stevens, Joseph
Kesselring, Mabel	Tilton, Kenneth
Kibble, Frank	Tuinstra, Bessie

## FIFTH GRADE

Aney, Norma	Monfore, Millicent
Aremschild, Jennie	McCollum, Ivan
Coate, Genevieve	Ovens, Ethel
Guptill, Mary	Plum, Roeloffe
Hitchcock, Samuel	Stanley, Myrtle
Houda, Vaclav	Sweet, Ethel
Kellogg, Eddie	Turner, Lewis
Kelsey, Frank	Warrington, Clifford
Kibble, Gladys	Watwood, Walter
Magnuson, Hilda	

## FOURTH GRADE

Collins, Kathryn	Rains, Omer
DeMelt, Blanche	Schurink, Gertrude
Hitchcock, Carrie	Slasor, Elsie
Norder, Martha	Walpole, Robert
Pierce, Bernice	Wilcox, Inez
Plum, Neeltje	Wynia, Jake
Plum, Ruth	Wynia, Kate
Rains, Myrtle	

## THIRD GRADE

Coate, Della	Slasor, Otto
Drha, Anna	Slasor, Velma
Gretschmann, Ruth	Stanley, Maple
Gretschmann, Esther	Sweet, Elvin
Guptill, Lorna	Tilton, Percy
Landan, Urban	Truesdale, Chester
McCollum, Katie	Tuinstra, Florence
Poelstra, William	

## SECOND GRADE

Bennett, Anna	Guptill, Sidney
Bennett, Henry	Kellogg, Bennie
Buckle, Gladys	Landan, Marie
DeMelt, Carleton	

FIRST GRADE

Aney, Berenice  
Bennett, Kate  
McCollum, Clifford  
Norder, William  
Nugent, Louis  
Plum, Lukus

Poelstra, Peter  
Roulette, Joe  
Slasor, Floyd  
Whitney, Mabel  
Wynia, Raymond

BEGINNERS

Coate, Iris  
Hill, William  
Keegan, Clara  
Nugent, Walter  
Plum, Karst

Slasor, Austin  
Sweet, Grace  
Tilton, Doris  
Wynia, Nick



SUMMARY

NORMAL

Fifth year . . . . .	7
Fourth year . . . . .	13
Third year . . . . .	11
Second year . . . . .	19
First year . . . . .	35
Special . . . . .	11

MUSIC

Fourth year . . . . .	2
Third year . . . . .	7
Second year . . . . .	13
First year . . . . .	49

MODEL SCHOOL

Eighth Grade . . . . .	19
Seventh Grade . . . . .	8
Sixth Grade . . . . .	18
Fifth Grade . . . . .	19
Fourth Grade . . . . .	15
Third Grade . . . . .	15
Second Grade . . . . .	7
First Grade . . . . .	11
Beginners . . . . .	9

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288

Counted twice . . . . . 48

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Net total . . . . . 240



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